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## ABSTRACT

Developed by several colleges in California, this guide contains a curriculum for a course in Life Management (usually taught in the home economics area). The introductory sections of the guide contain the following information: recommendations from the pilot test teachers, rationale, course description, goals, justification for including the course in general education, home economics as a unique context for life management, topics and objectives for life management, and a course outline. The remainder of the guide contains the life management curriculum, organized in 16 lessons that cover the following topics: introduction to life management, values and standards, goals, cultural forces, impact of change--future trends, decision making, time management, personal energy management, motivating, delegating, communicating, conflict management, stress management and coping, multiple roles, human growth potential, and other current issues in life management. Each lesson includes objectives and rationale, lesson content, activities, and suggested resources. Information on evaluating the curriculum and a rating scale for the life management curriculum complete the guide. (KC)

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CURRICULUM DEVELOPMENT FOR LIFE MANAGEMENT

A Project Funded by the California Community Colleges  
Project Nr. III-6-987

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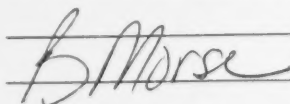
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CALIFORNIA COMMUNITY COLLEGES  
CURRICULUM DEVELOPMENT FOR LIFE MANAGEMENT

Special Project III - 6 - 987

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## FORWARD

October 10, 1984 was a very important day for me and for all of you in California Community Colleges Home Economics Programs. That date was important even to me because it was my first day as a state specialist; it was important to you (and me) because that was the first meeting day for the Task Force charged with developing the Program Plan for Community Colleges Home Economics. That program Plan carries the name Home Economics due to a session held at the February, 1985, statewide conference that addressed the name issue. Our panel and the conference participants came to agreement that the name recognition "Home Economics" enjoys, is an asset. To capitalize on that asset, we were advised to promote the various programs under the Home Economics umbrella that assist career development, as well as, enhance the quality of life for individuals and families.

The Task Force committees then began to identify programs with appropriate names, under the title of Home Economics, that truly reflected current community college curriculum designed to meet the needs of today's clients. The debate, survey, and study that followed was intense and involved all those with a stake in the issues under scrutiny. The areas of Fashion, Interiors, Child Development/Family Studies/Gerontology, Nutrition and Food emerged as eventually did Life Management. The surveys showed that the state of the art for the management area was dismal as few colleges were offering courses in "Home Management" and the so called "hit list" a number of years earlier had played havoc with many "Consumer" oriented courses. This area was indeed a challenge for the committee assigned to its development. While management has always been a required area for a general Home Economics background, even the task force lacked many members with strong interest in Management programs. The dedicated committee assigned to work in this area, however, gained confidence and direction as they worked to identify the concepts to be included in the management programs that would meet the needs of the 1980's and beyond. Having agreed to the name Life Management for this important area and having identified the critical content for the curriculum, advocacy grew and enthusiasm mounted. The Life Management committee of the task force assembled the quality indicators for the basic Life Management class, as well as, Financial and Equipment Management. This same committee saw the need for further curriculum development for the basic Life Management course as they were soon convinced that the new directions identified for this course made it appropriate as a General Education option available to all community college students. The entire Task Force embraced the recommendation to work toward Life Management as a General Education option, and a special project was funded with Title III B Consumer and Homemaking Vocational Education Funds from the Carl Perkins Act to develop that curriculum.

The results of that curriculum development project is presented here. The curriculum has been jointly developed by California State University, Long Beach faculty and Community College faculty who have extensive expertise in this area. Information gleaned from the pilot tests of this curriculum follow. Advocacy and enthusiasm continues to grow for Life Management throughout the state and every attempt continues to be made to educate and inform Deans, Presidents, Academic Senates, faculty, students, and community clients of the important content and scope of Life Management. Join us in

reestablishing the management aspect of Home Economics under the Life Management banner. We encourage feedback to the developers as you review and use this curriculum.

Pat Stanley, Ed.D.  
Specialist, Consumer and  
Home Economics,  
California Community Colleges  
Chancellor's Office

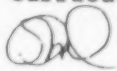
## GROSSMONT COLLEGE

8800 GROSSMONT COLLEGE DRIVE, EL CAJON, CALIFORNIA 92020 (619) 465-1700



DATE: March 6, 1987

TO: Users of California Community College Life Management Curriculum Guide

From: Ann Daluiso, Coordinator, Family and Consumer Studies 

Life management information has been taught in a class in the Family and Consumer Studies Program at Grossmont College for over ten years. Originally titled, Decision Making in Family and Consumer Studies, the course attracted re-entry students, students working toward a certificate in some phase of Family and Consumer Studies, and eventually general education students.

One section with a modest enrollment of 18-23 students was typical. When the title change to Life Management was approved by the Curriculum Committee, and finally appeared in the Grossmont College Catalogue, we experienced a noticeable increase in enrollment--up to about 30-35 students the first semester of Fall 1986. The current enrollment in Spring of 1987 is 45 students. We have scheduled a night section for Fall of 1987 in addition to the day session. I am convinced the title change was partially responsible for the increased enrollment.

This class carries general education credit for the CSU system in area E, Lifelong Understanding and Self-Development. This identification as a CSU transfer course was the other significant factor in the enrollment increase.

When polled, students were evenly divided on their reasons for taking the class--general education and the subject matter covered.

The class is the perfect forum for discussion of the issues facing the American family today: changing roles of men and women, child care issues, household management, as well as stress management, time management, goal setting, and values clarification as factors in decision making.

The Family and Consumers Studies staff at Grossmont College is pleased with the progress of this excellent course. We would encourage other community college Family Studies Programs to consider offering a similar course for their students. Feel free to contact me for additional information.



Of Service To Our  
Community

## MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT

February 28, 1987

Dear Life Management Instructor:

Welcome aboard an exciting adventure! Teaching Life Management has so many rewards, both personal and professional, I know you will love it. This curriculum was created by people who have taught Life Management, and people who wish they could fit it into their schedule. It is a fresh approach to goal setting, decision-making, and time management, and one that is particularly relevant for two-income or single-parent families. After having used this curriculum, I have a few ideas I would like to share with a first-timer.

Firstly, I would highly recommend that you purchase a small collection of reference books. Many are commonly referenced at the end of each of our lessons. Most are in paperback and will be invaluable. The list could include: *Family Life Management*, *How To Get Control of Your Time and Your Life*, *Creative Procrastination*, *The Time Trap*, *Making It Together As A Two-Career Couple*, and *One Minute Manager*. *Pull Your Own Strings* and *How To Put More Time In Your Life* are also useful.

Secondly, I think it is essential that we help students organize on their jobs as well as in their personal lives. All of the "home management" textbooks focus only on family life. I would recommend that for every "in home" example you give that you also provide a "business setting" example. This really doesn't take much effort, and will strengthen your presentation and credibility. It will expand your target market from the homemaker to everyone, justify the placement of this course on the General Education list, and it will also help students immensely. Some of the references and films have been selected with this in mind.

Thirdly, please note that the subject of Multiple Roles is in the last third of the class because we think it works better there. If you present this material too early in the semester you run the risk of offending the males in the class. I actually had a man drop after the first night because of a film I showed which focused on the increased need for effective management due to changing roles. He said the film indicated that this was a "class for ladies only."

Finally, it is my observation that a mature student fully appreciates the need for this curriculum. Therefore, you may have your best success by scheduling the course in the evening. Best of luck, enjoy, and contact me if I can be of any help!

Sincerely,

Joann Driggers,  
Home Economics Department

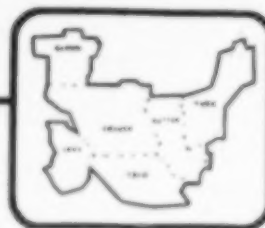
# Yuba College

Yuba Community College District

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CENTERS AT

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March 2, 1987

Betty R. Morse, Ph.D., R.D.  
Project Director  
Curriculum Development for Life Management  
Department of Home Economics  
California State University, Long beach  
1250 Bellflower Boulevard  
Long Beach, California 90804

Dear Betty,

Teaching the Life Management class has been one of the most exciting and rewarding experiences I have had in my teaching career. We offered this class for the first time this past fall semester. The first time a class is offered in our department we usually get 7 or 8 students. The Life Management class closed with 39 students. (We have room restrictions.) Students in the class were so enthusiastic that I decided to try something new and offered a class for the entire 3 units for only the second half of the semester. We also tried an unused time period on campus. The class was taught on Tuesday and Thursday afternoons from 3:00 to 5:50. This class was not on the printed schedule and the only advertisements were word of mouth, flyers we printed up, and counselors who could let students know what was being offered. The second class had 35 students sign up.

The teaching techniques I used while teaching this class were varied and I think contributed to student interest and retention. We had several guest speakers who added a different point of view, and coverage of their topics was very thorough. A variety of media materials were also used, including several films and video tapes. These added illustrations of topics and methods to use to achieve objectives. Discussions were encouraged and once the students became familiar with members of the class, group discussion was easy to implement. Both classes were given an evaluation form to complete at the end of the class. Ratings were high and enthusiasm was encouraging.

This semester the class was filled more than a week before the spring semester started. We are also offering a night class this semester. Enrollment is not as high in this class, but one third of the class is male, which is another nice plus for our department. With a bit more time, enrollments should increase.

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My major problem with Life Management was to get a permanent number for it. We used an experimental class number for the fall semester and after experiencing such success we wanted to get the number changed. Opposition for the class came from other departments (psychology and sociology). It was rather frustrating to finally have a class that was very successful with all types of students and yet have a big controversy over where the class was to be taught. The opponents said they had classes that taught the same thing, however no other class offers everything our Life Management class includes. Home Economics is the best place for the class to be taught because of the training we have had. Dual listing with another department might be considered as a means of resolving this problem should it arise again. This fight for the class was probably one of the longest, drawn out struggles we have experienced. Luckily, two weeks ago we were granted a permanent number which coincides with the CAN number that is to be articulated this week at the state Home Economics articulation meeting.

I would encourage all Home Economics teachers to schedule a Life Management class. It has been such a good introduction to our department, and as a result students that never would have taken any of our classes have taken one to several others. It has also been a way to start getting men into classes.

If there are any colleges or instructors that would like to talk to me in more detail about our course, I welcome their calls.

Sincerely



Kay Christopher Sims  
Consumer and Home Economics  
Education Instructor

## INTRODUCTION

Life management provides individuals with skills for understanding and using internal and external resources to function effectively in society now and in the future. Major topics covered in the course include the following: effects of cultural forces and future trends on values, standards, and goals; skills for decision making, time, energy, stress, and conflict management; and techniques for improving self-understanding and interpersonal relationships.

## RATIONALE

Mastery and application of life management skills may result in:

1. increased productivity in the multiple roles enacted by individuals
2. increased self-reliance
3. increased productivity and decreased turn-over in the work place
4. increased appreciation of cultural diversity
5. increased family stability
6. increased preparation for future situations and an appreciation of the present as a shaper of the future
7. decreased stress related substance abuse
8. decreased physical and emotional illness due to stress
9. decreased divorce and family violence
10. decreased reliance on the social welfare system

## COURSE DESCRIPTION FOR LIFE MANAGEMENT

This course provides individuals with skills for understanding and using internal and external resources to function effectively in our present and future society. Major topics include the following: effects of cultural forces and future trends on values, standards, and goals; skills for decision-making, time, energy, stress, and conflict management; and techniques for improving self-understanding and interpersonal relationships.

### GOALS FOR LIFE MANAGEMENT

1. Learners will be able to analyze the effects of cultural forces, the impact of change and future change, and future trends on values and standards so that they will be able to evaluate the appropriateness of their values and standards for their given situation.
2. Learners will be able to define their existing goals and formulate new goals so that these goals will reflect their values and standards.
3. Learners will be able to use the decision making process to select skills appropriate for achieving their goals so that they will maximize their human growth potential and enhance success in multiple roles.

### JUSTIFICATION FOR GENERAL EDUCATION

Life management is a broad based course encompassing skills for effective functioning in today's society. Learners acquire fundamental skills for self-assessment, decision making, time and energy management, and interpersonal relationship development and maintenance. These skills are critical for success in the multiple roles required of individuals today in the home life and the work place. Through mastery and application of course materials, learners improve their basic life skills, gain insight into their values, expand their abilities to determine the direction of their lives, and increase their appreciation of culture, change, and human growth potential.

### JUSTIFICATION FOR CATEGORY E

This course equips students with knowledge and skills necessary for self-evaluation of values, goals, and standards throughout life. It presents students with techniques for managing individual, interpersonal, and financial development. It further stresses the interplay of social, emotional, cognitive, and physical factors as they bear upon the achievement of life goals. It also imparts to students a practical knowledge of the relationship between self-management strategies and successful functioning in all areas of life.

## HOME ECONOMICS AS A UNIQUE CONTEXT FOR LIFE MANAGEMENT

Life management provides individuals with skills for understanding and using internal and external resources so as to identify and achieve immediate and life long goals in our present and future society. Major topics embraced by life management include the following: the effects of culture, change, and future trends on evaluating and formulating values, goals and standards; skills for decision-making and for time, energy, stress, and conflict management; and techniques for improving self-understanding, interpersonal relationships, and career and economic directions.

Home Economics is an integrative, practical, and mission-oriented science. As an integrative discipline, Home Economics adds to its base of original theory and research relevant information originating in each of the natural, social, and behavioral sciences. As a practical field, Home Economics proceeds under the edict that the information it generates and integrates should be applied to resolving social problems when relevant and ethically defensible. As a mission-oriented profession, Home Economics contributes to solving social problems arising from the interaction of individuals and groups with their social and physical environments.

Home Economics affords a unique perspective on life management skills and processes. The topics encompassed by life management, rather than being distributed across several fields (e.g. psychology, business, and sociology), are assembled within a single field, giving a more comprehensive and integrated treatment of these topics than is possible for any one subject matter area taken alone; in effect, an interdisciplinary perspective is insured by the very nature of Home Economics. The practical and mission-oriented aspects of Home Economics assure that life management skills will be assembled and tested with a clear view to application in multiple settings (e.g. home, business, and community). Thus, it is within Home Economics that life management is likely to receive its most thorough and practical treatment.

## TOPICS AND OBJECTIVES FOR LIFE MANAGEMENT

1. INTRODUCTION
  - \* Explain the importance of openmindedness for personal growth and development
2. VALUES AND STANDARDS
  - \* Define and distinguish between values, goals, standards, and priorities
  - \* Describe the connection between values, goals, standards, and priorities
  - \* Identify the elements of the value clarification process
  - \* Identify the sources of values
  - \* Identify their personal values
  - \* Question values
  - \* Identify the sources of standards
  - \* Illustrate that a standard is not a point, but a continuum which acts as a guideline
  - \* Recognize that standards differ from one individual to another and that standards can vary with the individual according to circumstances
3. GOALS
  - \* Identify personal lifestyle goals
  - \* Acknowledge the importance of setting priorities
  - \* Assess responsibilities and set limits
4. CULTURAL FORCES
  - \* Identify commonalities among and differences between specific cultures and subcultures
  - \* Develop strategies for dealing with society's perception of the individual
  - \* Analyze the effects of standard psychographic features (e.g., ethnic/racial background, income, legal/political system, religion, and education) on individual and family life
  - \* Share cultural traditions so as to promote communication between various cultures
5. IMPACT OF CHANGE AND FUTURE TRENDS
  - \* Describe principle sources of change in individual and group life
  - \* Increase preparedness for predictable and random changes
  - \* Describe probable future developments based on current information
  - \* Explain the ramifications of today's life style
6. DECISION MAKING
  - \* Identify the differences between a decision, a problem, and a symptom of a problem
  - \* Identify the steps in decision making and problem solving processes
  - \* Describe or point out the ways that the decision making process can be applied
  - \* Develop action plans demonstrating a current and future time orientation (e.g., career changes, geographical mobility, and single parenting)

7. TIME MANAGEMENT
  - \* Identify current time use patterns
  - \* Analyze current time use patterns
  - \* Describe the techniques of time management
  - \* Devise a personal time plan
  - \* Evaluate the personal time plan
8. PERSONAL ENERGY MANAGEMENT
  - \* Identify work simplification techniques
  - \* Apply time and energy management techniques to various situations
  - \* Integrate personal standards into time and energy plans
9. MOTIVATING
  - \* Define motivation and explain its importance
  - \* Analyze different types of motivation
  - \* Utilize various motivational techniques
10. DELEGATING
  - \* Outline the progress of delegating responsibilities
  - \* Demonstrate the ability to delegate
11. COMMUNICATING
  - \* Demonstrate various components (verbal and non-verbal) of communication
  - \* Explain the importance of effective communication
  - \* List tools of effective communication (i.e., negotiation, fair fighting styles, "I" language, body language)
12. CONFLICT MANAGEMENT
  - \* Define and categorize conflict
  - \* Demonstrate techniques for conflict resolution
13. STRESS MANAGEMENT AND COPING
  - \* Define and classify stress
  - \* Describe problems created by ineffective management of stress
  - \* Evaluate reactions to stress
  - \* Practice techniques of stress management
  - \* Describe the selection of appropriate coping skills
  - \* Identify situations that require outside assistance
14. MULTIPLE ROLES
  - \* Identify, examine, prioritize, and integrate various roles
  - \* Demonstrate awareness of common dilemmas of multiple roles
  - \* Discuss the degree of satisfaction from life roles
  - \* Explain the effect of life style transition on multiple roles
15. HUMAN GROWTH POTENTIAL
  - \* Explain the importance of the self-system (e.g., self-image, self-confidence, self-esteem, self-awareness, and self-discipline) in promoting optimal human growth
  - \* Assess personal strengths and limitations
  - \* Evaluate personal resources (human and non-human) and the effect, positive and negative, that they can have on human growth

16. OTHER CURRENT ISSUES IN LIFE MANAGEMENT

- \* Outline the personal economic opportunities available in our changing society
- \* Create a career plan which will allow the student to reach personal lifestyle goals
- \* Illustrate that the decision-making process can be directly applied to financial management and the selection of consumer goods and services
- \* Describe how the decision making process and communication skills can be applied to affect public policy
- \* Integrate life management skills into daily living

## COURSE OUTLINE FOR LIFE MANAGEMENT

### I. Introduction/ Values and Standards

- A. Introduction to Life Management
- B. Values and Standards
- C. Goals \*
- D. Cultural Forces
- D. Impact of Change -- Future Trends

### II. Life Management Skills

- A. Decision Making
- B. Time Management
- C. Personal Energy Management
- D. Motivating
- E. Delegating
- F. Communicating
- G. Conflict Management
- H. Stress Management and Coping

### III. Current Issues in Life Management

- A. Multiple Roles
- B. Human Growth Potential
- C. Other Current Issues in Life Management

\* Goals may belong in the unit on Life Management Skills as well. Think of the units as three blocks of time. Adapt the order of the topics within to meet the needs of your audience and resources.

## INTRODUCTION TO LIFE MANAGEMENT

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Explain the importance of openmindedness for personal growth and development so that they may be capable of utilizing new ideas and different opinions.

### LESSON CONTENT:

- I. Course content
  - A. Goals for class
  - B. Course content
  - C. Class assignments
  - D. Evaluation
- II. Student motivation for taking the class
- III. Urgency of class topic to personal life

### ACTIVITIES:

- 1. Ask "What is management?" and "What do you do that you consider to be management?"
- 2. Discuss handouts of course outline and class assignments.
- 3. Question students on their reason for enrollment so that you can better tailor the course content to the learners' needs.
- 4. Present case histories, describe changes in our roles based on changes in society, identify how management techniques can be used in home as well as in work settings. Use as many business terms as possible such as economy changes, etc. Mention Naisbitt's MEGATRENDS and Tofler's THIRD WAVE.
- 5. Ask students to write a letter to someone to tell how their day has been, that they are taking Life Management and what they expect to get out of the class. (This will document your student's interests.)
- 6. Take your students to the library to show them how to find the books you have placed on reserve for this class.

### RESOURCES:

Gurin, Joel, "Tick, Tick, Tick...Do Men Have a Biological Clock?" Ms Magazine, September, 1986, pages 36,37.

Naisbitt, John (1982) Megatrends. New York: Warner Books

Toffler, Alvin (1980) Third Wave. New York: Morrow

## VALUES AND STANDARDS

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Define and distinguish among values, goals, standards, and priorities so they can identify their personal values, goals, standards, and priorities.
- \*\* Describe the connection between values, goals, and standards so that they can more effectively create a plan to reach their goals.
- \*\* Identify the elements of the value clarification process so that they can utilize the process.
- \*\* Identify sources of values so that they can more effectively evaluate the appropriateness of their goals to their values.
- \*\* Question values so that they can increase their ability to cope.
- \*\* Identify sources of standards so that the learners can achieve control of their standards.
- \*\* Illustrate that a standard is a continuum, not a point which acts as a guideline, so that they will be aware that there is a wide variation of acceptable performance.
- \*\* Recognize that standards differ from one individual to another and that standards can vary with the individual according to circumstances so that they can choose appropriate standards for a given situation.

### LESSON CONTENT:

- I. Definitions of concepts
  - A. Values
  - B. Goals
  - C. Standards
  - D. Priorities
  - E. Needs and wants
- II. Interrelationship of these concepts
- III. Elements of value clarification process
- IV. Sources of personal values and standards
- V. Appropriateness of specific values and standards to identified goals

### LEARNING ACTIVITIES:

1. Tape butcher paper to the walls. Label with "I want...", "I need...", etc. Ask students "Where did you get your wants?"
2. Present definitions and concepts.

3. Play the board game Scruples.
4. Use a personality-type inventory such as Myers-Briggs. (Call your counselling center. The new short version takes about 10 minutes.) You can also use the one in Keirsey and Bates' book.
5. Discuss student differences.
6. Use value clarification exercises, such as Forced Choices, in which students are required to make a decision and then move to one side of the room or another to join others who have made the same choice. Use such statements as "I think people should have all the education they can afford." or "A company policy should be followed by all employees, regardless." Then have students try to convince others to change their opinion and join the opposite group.
7. What's in Your Wallet? Ask everyone in the class to take out three things from their wallet/handbag which say something about three different values. When everyone has two or three items in front of them, begin a quick discussion around the room, with each person saying something about the values represented by the items they carry, day in and day out. Ask what each has learned about self as a result of this activity. (From Penney's FORUM, Spring/Summer, 1972, page 9)
8. Make the Coat of Arms assignment. Allow several weeks for students to diagram a personal coat of arms -- any shape they choose -- divided into six areas. They should draw, diagram or use illustrations from magazines to indicate the following:
  - Something they are very good at and something they are struggling to do better
  - A value about which they would never budge
  - Their most significant material possession
  - Greatest achievement of the last year AND their greatest setback or failure of last year
  - What they would do if they were guaranteed success for a year in any undertaking
  - Three words they would like people to say about them if their life ended today. (This is the only place words can be used.)

Later, put these on the board - not to be identified unless students wish. Look at them and if student's want to talk about their own, they may. (Adapted from Penney's FORUM, Spring/Summer, 1972, page 5)

#### RESOURCES:

Jones, Landon (1980) Great Expectations. New York: Coward, McCann and Geoghegan

Keirsey, D. and Bates, M. (1978) Please Understand Me. Del Mar, CA: Prometheus Nemesis Books (Includes a mini-personality-type test.)

Maslow's Hierarchy of Needs (In any Human Development text.)

Simon, Sidney (1972) Beginning Value Clarification - A Handbook. New York: Hart Publishing Company

Skolnick, A. and Skolnick, J. (1986) Family in Transition: Rethinking Marriage, Sexuality, Child Rearing and Family Organizations. (5th edition) Boston: Little, Brown and Company

Peters, T. and Waterman R. (1982) In Search of Excellence. New York: Harper and Row

Film: "A Passion for Excellence". (1984) 63 minutes, CBS Fox (The reasons behind 1,000 successes.) L.A. County Office of Education # 75386

Film: "Decision Making - Values and Goals". (1982) 17 minutes, Arthur Barr. L.A. County Office of Education # 1001

Film: "Values and Careers". Parts I and II, Sunburst (A man and a woman face decisions about their jobs, new.)

Film: Dr. Morris Massey "What You Are Is What You Were When". Parts I, and II, (1975) 89 minutes, Magnetic Video Library. (The oldest in Massey's series. Terrific. See other Massey references under Cultural Forces.) L.A. County Office of Education # 75000

Film: Dr. Morris Massey "What You Are Isn't Necessarily What You Will Be". (1980) 60 Minutes, (Profile of two generations and how their values differ.) Interlibrary Loan Long Beach VC 721

Film: Dr. Morris Massey "What You Are is...". Parts I, II and III, (1981) 149 minutes, Magnetic Video Library. (An updated version of Massey's two earlier films. It deals with human behavior and how values are acquired, how they affect attitudes, and why people behave as they do.) Also available from Films Incorporated, 1213 Wilmette Ave., Wilmette, Illinois 60091, (800) 323-4222

Periodical: Penney's FORUM, DO VALUES CHANGE? Spring/Summer 1972

Periodical: Penney's FORUM, THE EROSION OF THE PSYCHOLOGY OF AFFLUENCE. Fall 1981 (Look especially for the John F. Powers article on page 12. This article lists values of the 1950s, 1960-70s and present day values about money.)

## GOALS

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify personal lifestyle goals so that they can establish a plan to achieve those goals
- \*\* Acknowledge the importance of setting priorities so that they may facilitate organization of resources when faced with multiple demands.
- \*\* Assess responsibilities and set limits so that they can prevent overload.

### LESSON CONTENT:

- I. Goal characteristics
  - A. Time frame
    1. Short term
    2. Intermediate range
    3. Long term
  - B. Achievability
  - C. Other
- II. Establishing priorities
- III. Goal setting process
- IV. Planning to achieve goals

### ACTIVITIES:

1. Establish concepts and explain the process of setting goals.
2. Ask students to list as many short, intermediate and long term goals as they can think of for themselves. Set a time limit (maybe two minutes) for each category. After refining the list (adding or deleting goals), ask them to prioritize goals in each list. Using the top four goals from each group, they should make a list of activities which will help in reaching each goal.
3. Choosing one goal in each category, the learner should list as many activities as they can think of that will help them reach that goal. After this is done, they should mark the activities which can be done in short time segments with special marks for activities which can take five minutes or less.
4. Ask students to select one goal that can be completed before the end of the course, write down activities needed to reach that goal, start working on the goal and turn in a report of their progress toward reaching the goal before the end of the course. Illustrate the process using a goal of your own, i.e. Getting Life Management approved for general education credit.

## RESOURCES:

Adler, R. and Rodman, G. (1985) Understanding Human Communication. New York: Holt, Rinehard & Wenston

Blinn, Lynn (1980) Making Decisions. Albany, New York: Delmar Publishers

Lakein, Alan (1974) How to Get Control of Your Time and Your Life. New York: Peter H. Wyden

Porat, Frieda, (1980) Creative Procrastination - Organizing Your Own Life. New York: Harper & Row

Rice, A. and Tucker, S. (1986) Family Life Management. New York: Macmillan Publishing Company (This was used as a text during the field test. It may be too theoretical for your class but it is a valuable resource.)

Santa Vicca and Jewell, "Goal Setting". SUPERVISORY MANAGEMENT, September, 1984, p. 12

Film: "The Time of Your Life", (1974) 28 minutes, Calley Curtis Co. (James Whitmore gives tips on time management based on Alan Lakein's book.) L.A. County Board of Education #73038

Film: "You Pack Your Own Chute". (1972) 30 minutes, Ramic Productions. (How we must conquer our own fear of failure in order to succeed.) L. A. County Office of Education # 71470

Film: "Psychling". John Marino (A handicapped man cycles across the USA in 13 days. Good for motivation, goal setting and human growth potential.)

## CULTURAL FORCES

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify commonalities among and differences between specific cultures and subcultures so that they may have increased tolerance of different cultures.
- \*\* Develop strategies for dealing with society's perception of the individual so that one does not necessarily internalize that categorization.
- \*\* Analyze the effects of standard psychographic factors (e.g., ethnic/racial background, income, legal/political system, religion and education) on individual and family life so that they may more effectively function within cultural diversity.
- \*\* Share cultural traditions so that communication and understanding between groups of people will be increased.

### LESSON CONTENT:

- I. Definitions
  - A. Culture
  - B. Ethnic group
  - C. Religion
  - D. Society
  - E. Psychographics
  - F. Other
- II. Social impact of these classifications
  - A. on the individual
  - B. on the community
  - C. on the nation
  - D. on the world
- III. Dealing with society's preconceptions
  - A. on the individual level
  - B. on the community level
  - C. on the national level
  - D. on the global level

### LEARNING ACTIVITIES:

- 1. Present definitions and concepts.
- 2. Discuss student's cultural, ethnic, and religious differences.
- 3. Share experiences of society's preconceptions.
- 4. Show film or video (Massey's are appropriate and excellent.)
- 5. Show any short foreign film and analyze for values and sources of those values.

#### RESOURCES:

Bronfenbrenner, Urie (1979) The Ecology of Human Development.  
Cambridge: Harvard University Press

College of Home Economics (1981) Families of the Future. Ames: Iowa  
State University Press.

Gullotta, A. et al (1986) Today's Marriage and Families,  
Brooks/Cole

Nass, G., and McDonald, G. (1982) Marriage and the Families (2nd  
edition) Reading, MA: Addison-Wesley Publishing Co.

Film: Dr. Morris Massey, "What You Are Is Where You Were When",  
Parts I, and II, (1975) 89 minutes Magnetic Video Library (Already  
mentioned, this is the oldest in the series, and is terrific.)  
L.A. County Office of Education # 75000

Film: Dr. Morris Massey, "What You Are Is...", Parts I, II and III,  
(1981) 149 minutes Magnetic Video Library (Already mentioned under  
Values and Standards.)

## IMPACT OF CHANGE -- FUTURE TRENDS

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Describe principle sources of change in individual and group life so that they may have increased capacity to accept and to prepare for change.
- \*\* Distinguish between random change and predictable change so that they may more effectively prepare for the effects of change.
- \*\* Distinguish between situations requiring acceptance of circumstances and those which can be changed so that they may achieve goals while reducing stress.
- \*\* Describe probable future developments based on current information so that they might effectively plan and choose.
- \*\* Explain the ramifications of today's lifestyles on individuals, families, and society so that they can better manage their lives in light of increased options.

### LESSON CONTENT:

- I. Definition of change
- II. Types of change
  - A. Random change
  - B. Predictable change
- III. Sources of change
- IV. Characteristics of change
  - A. The controllability of change
  - B. The accelerating rate of change
- V. The impact of change on personal development
- VI. Preparing for change
- VII. A futuristic mind set

### LEARNING ACTIVITIES:

- 1. Present definitions and concepts.
- 2. Use value clarification exercises related to change.
- 3. Discuss strategies for dealing with change.
- 4. Show films or film strips.
- 5. Use role playing and simulations.
- 6. Use case histories.
- 7. Invite a futuristic guest speaker.

## RESOURCES

Bernard, Jesse (1972) The Future of Marriage. New York: World

Bird, Caroline (1979) The Two-Paycheck Marriage. New York: Simon and Schuster.

O'Toole, Thomas (1982) Encounters with the Future: A Forecast of Life in the 21st Century. New York: McGraw-Hill

Naisbitt, John (1982) Megatrends. New York: Warner Books

O'Neill, G. and O'Neil, N. (1974) Shifting Gears. New York: M. Evans and Co. (Planning for crisis and coping with change in seven steps.)

Rice, A. and Tucker, S. (1986) Family Life Management. New York: Macmillan Publishing Company (Chapters 1 and 2)

Toffler, Alvin (1970) Future Shock. New York: Random House

Toffler, Alvin (1980) Third Wave. New York: Morrow

Film: "Third Wave", Toffler

Film: Dr. Morris Massey, "What You Are is Where You See", Parts I and II, (1984) 76 minutes, CBS Fox (Dr. Morris projects into the future which is rapid change. It gives direction and hope that there is a place for us in the future, a piece of the action, peace of mind and peace in the world.)

Filmstrip: "Systems - An Approach to Consumer Economics", Penney's

Periodical: Penney's FORUM, MANAGING CHANGE. Fall/Winter 1978

Periodical: Penney's FORUM, INTERPRETING SIGNALS OF CHANGE. Fall 1981

Periodical: FUTURISTIC

## DECISION MAKING

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify the differences among a decision, a problem, and a symptom of a problem so that they can more effectively prevent and resolve crises.
- \*\* Describe the ways in which the decision making and problem solving processes can be applied to all aspects of their lives so that they can reach their chosen goals.
- \*\* Identify the steps in decision making and problem solving processes so that they can effectively utilize these processes.
- \*\* Develop action plans demonstrating a current and future time orientation (e.g., career changes, geographical mobility, and single parenting) so that planning for the future will allow greater self-determination.

### LESSON CONTENT:

- I. Definitions
  - A. Decisions
  - C. Outcomes
  - D. Problems
  - E. Symptoms of a problem
- II. Steps in the decision making process
- III. Types of decisions
- IV. Applications of the decision making process
- V. Steps in the problem solving process
- VI. Applications of the problem solving process

### LEARNING ACTIVITIES:

- 1. Establish concepts and differences among decisions, problems, symptoms of a problem and the steps in the decision making process as compared to the steps in the problem solving process. (This serves as a basis for this class and should be briefly covered then used again and again throughout the course.)
- 2. Written assignment: Ask the students to describe a decision they need to make, then to demonstrate the decision making process by going through each of the steps.
- 3. Written assignment: Ask the students to describe a problem they need to solve then to demonstrate the problem solving process by going through each of the steps.

4. Divide the class into small groups. Give students case studies requiring decision making or problem solving solutions. Determine if the situation requires a decision or solution to a problem and then present possible alternatives.

#### RESOURCES:

Blinn, Lynn (1980) Making Decisions. Albany, New York: Delmar

Daggett, W. and Marrazzo, M. (1983) Solving Problems/Making Decisions. Cincinnati: South Western Publishing Co.

Gryskiewicz, Stanley, "Restructuring for Innovation" INNOVATION ABSTRACTS, Vol VIII, No. 21, October 3, 1986

Hunsaker, P., and Alessandra, A. (1986) The Art of Managing People. New York: Simon & Schuster

Nickell, P., et al (1976) Management in Family Living. (5th edition) New York: Macmillan

Paolucci, B., et al (1977) Family Decision Making: An Ecosystem Approach. New York: Macmillan (This is the classic!)

Rice, A. and Tucker, S. (1986) Family Life Management. New York: Macmillan

Rubin, Theodore Isaac (1985) Overcoming Indecisiveness - The Eight Stages of Effective Decision-Making. New York: Harper & Row

Scanzoni, J. and Szinovacz, M. (1980) Family Decision Making - Sex Roles and Change Over the Life Cycle. Beverly Hills: Sage Publications, Inc. (Good also for conflict and negotiation.)

Film: "Decisions", (1980) 27 minutes, McGraw (The practical and psychological view of decision making. Why decisions can be so difficult to make.)

Film: "Decisions, Decisions", (1973) 25 minutes, Callner Films Productions (About career selection.) L.A. County Office of Education # 71411

Film: "First Steps to Decision Making, Values and Goals" (1982) 17 minutes, Barr, L.A. County Office of Education # 1001

Film: "Making a Decision Is" (1974) 19 minutes, Churchill Films, (Old but good.)

Film: "The Last Epidemic - Medical Consequences of Nuclear War" (1962) 36 minutes, Physicians for Social Responsibility (Widely available. This film demonstrates a specific type of decision - social/economic.) Interlibrary loan: Long Beach VC 749, Davis VC 622

## TIME MANAGEMENT

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify current time use patterns so that they can implement desired changes.
- \*\* Analyze current time use patterns so that they will have established a baseline for future change.
- \*\* Devise personal time plans so that they can increase opportunities to achieve goals.
- \*\* Evaluate personal time plans so that they will be able to make necessary changes.

### LESSON CONTENT:

- I. Factors affecting time use
  - A. Time use patterns
  - B. Time orientations
  - C. Culture and time use
  - D. Balance of time use
- II. Techniques of time management
  - A. "To do" lists
  - B. Establishing priorities
  - C. Scheduling activities
  - D. Handling procrastination and interruptions
  - E. Saying no
  - F. Other techniques
- III. Implementing and evaluating time management
  - A. Evaluate use of time
  - B. Indicate where change may be needed
  - C. Identify desired areas of change in time use
  - D. Recognize time constraints
  - E. Develop time plan
  - F. Implement time plan
  - G. Evaluate time plan

### LEARNING ACTIVITIES:

- 1. Establish concepts.
- 2. Assess time use through open ended questions.
- 3. Make a worksheet titled "What Messages Did You Learn as a Child" directing your students to address the most common areas of psychological programming relating to time by remembering the messages they picked up as a child about: being on time, being late, not finishing on time, duty first, negative attention, promptness, being early, knowing when to leave, arriving ahead of time, being the first one there, being the last to leave, dawdling, clocks, and what impact those messages have on their time management style.

4. Discuss in small groups
  - perceptions of time use
  - good and bad time uses
5. Make Time Use assignment: Keep a log of personal time use. Determine percentage of time spent on specific activities and analyze time spent according to roles, i.e., breadwinner, etc.
6. Analyze individual time evaluations in small groups.
7. Brainstorm time saving techniques.
8. Brainstorm overlapping and dovetailing in use of time.
9. Evaluate current "how-to" articles, books, etc.
10. Show examples of time planning tools, i.e., calendars, lists, appointment books, etc.
11. Make Time Planning assignment: All of the activities in part III of the lesson content outline should be included.

#### RESOURCES:

Lakein, Alan (1974) How to Get Control of Your Time and Your Life. New York: Peter H Wyden

Machenzie, R. Alec (1975) The Time Trap. New York: McGraw Hill

Porat, Frieda (1980) Creative Procrastination - Organizing Your Own Life. New York: Harper & Row

Scott, Dru (1980) How to Put More Time in Your Life. New York: Rawson, Wase Publishers, Inc.

Shaevitz, M. (1984) The Superwoman Syndrome. New York: Warner Books

Tucker, S. and Rice, A., (1986) Family Life Management (6th edition). New York: Macmillan

Film: "Finding Time", (1980) 28 minutes, CRM McGraw-Hill, Interlibrary loan, Long Beach 8957, Northridge 30697.

Film: "The Time of Your Life", (1974) 28 minutes, Calley Curtis Co. (James Whitmore gives tips on time management based on Lakein's book. Already mentioned under Goals.) L.A. County Board of Education # 73038

## PERSONAL ENERGY MANAGEMENT

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify work simplification techniques so that they can apply them.
- \*\* Apply time and energy management techniques to various situations so that they may be able to maximize use of resources.
- \*\* Integrate personal standards in time and energy plans so that they can achieve a higher quality of life.

### LESSON CONTENT:

- I. Body mechanics
- II. Storage principles
- III. Appropriate products or tools for the task
- IV. Fatigue and rest periods
- V. Other techniques for simplifying work
- VI. Applications of time and energy saving techniques to various environments
- VII. Standards
  - A. Definition
  - B. Sources
  - C. Examples
  - D. Relationship between roles and standards
- VIII. Potential changes in standards as result of work simplification

### LEARNING ACTIVITIES:

- 1. Demonstrate principles of work simplification.
- 2. Demonstrate flow charts.
- 3. Brainstorm in small groups personal application of energy and time saving techniques.
- 4. Indicate on a personal time plan where standards influence time use.
- 5. Discuss the effects of identified standards on time use.
- 6. Make a list of changes in standards would affect time use.
- 7. Discuss effects of these changes on the quality of life.

## RESOURCES:

Gilbreath, F. and Carey, E. (1948) Cheaper by the Dozen, New York: Signet Books (A novel about the family life of a home economist and a time management expert, also made into a movie which should be available in video. Very, very funny.)

Gross, I., et al. (1973) Management for Modern Families (3rd edition). New York: Appelton-Century-Crofts.

Shaevitz, M. (1984) The Superwoman Syndrome. New York: Warner Books.

Shaevitz, M. and Shaevitz M. (1980) Making It Together as a Two Career Couple. Boston: Houghton Mifflin

Filmstrip/tape: The Housework Trap (2 filmstrips and 2 cassettes)  
Learning Seed #28FS, 21250 N. Andover Rd., Kildeer, Illinois 60047

## MOTIVATING

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Define motivation and explain its importance so that they can accomplish their goals.
- \*\* Analyze different types of motivation so that they can increase self-awareness and awareness of others' motivation.
- \*\* Utilize various motivational techniques so that these techniques can be applied in different situations to meet individual needs.

### LESSON CONTENT:

- I. Definition of motivation
- II. Types of Motivation
  - A. Intrinsic
  - B. Extrensic
- III. Pay-offs and benefits of motivation
- IV. Techniques of motivating self and others
- V. Factors affecting motivation
  - A. Opportunities for success
  - B. Personal values, standards, and behavior
  - C. Relationship between the self system and motivation

### ACTIVITIES:

1. Establish definitions and concepts.
2. Ask the learners to share two experiences - one in which they motivated themselves, and another in which they were motivated by others. Analyze the experiences. If the instance was unsuccessful, ask learners to consider alternatives that could produce success.
3. Use Rotter's Locus of Control instrument to measure whether your students are internally or externally motivated. (There is a LOT of research based on this instrument which was published in 1966)
4. Relate Maslow's Hierarchy of Needs to internal/external motivation.
5. Evaluate current "self-help" books, tapes, etc. on positive self-motivation.

## RESOURCES:

- Blanchard, Kenneth (1982) *The One Minute Manager*. New York: Morrow
- Dushkin (1986-87) Annual Editions, Business Management Book of Readings. Telephone: (800) 243-6532 (Might be the text, reference, or a book report)
- Josefowitz, Natasha (1980) *Paths to Power: A Woman's Guide from First Job to Top Executive*. Reading, MA: Addison-Wesley Publishing Co.
- Maslow's Hierachy of Needs (In any human development text)
- Maehr, M. and Braskamp, L. (1986) *The Motivation Factor*. Lexington, Mass.: Lexington Books
- Porat, Frieda (1980) *Creative Procrastination - Organizing Your Own Life*. New York: Harper & Row.
- Rice, A., and Tucker, S. (1986) *Family Life Management*. New York: Macmillan
- Rotter, Julian "Generalized Expectancies for Internal Versus External Control of Reinforcement". *PSYCHOLOGICAL MONOGRAPHS: GENERAL AND APPLIED*, February, 1966, p. 1-26. (This has Rotter's instrument to measure locus of control.)
- Scott, Dru (1980) *How to Put More Time in Your Life*. New York: Rawson, Wase Publishers, Inc.
- Film: "Psychling". John Marino (A handicapped man cycles across the USA in 13 days. Shows goal setting, motivation and human potential.)

## DELEGATING

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Outline the process of delegating so that they can enhance their creativity and productivity.
- \*\* Demonstrate the ability to delegate so that the most effective use of resources can be made.

### LESSON CONTENT:

- I. The delegating process
  - A. When
  - B. To whom
  - C. What
  - D. How

### II. Levels of delegation

### ACTIVITIES:

1. Explain the process of delegation. (The article "Key Factors..." tells how to do it.)
2. Ask students to delegate one job/task which they have not previously delegated and to report results with emphasis on problems, good features, their satisfaction with the way the job/task was done and also to report on their own feelings about the experience.
3. Flip it back to "If you aren't currently delegating, someone is delegating to you. Now you know the questions to ask to make your job/task clear to you."

### RESOURCES:

Caruth, P. and Pressley, T. "Key Factors in Positive Delegation". SUPERVISORY MANAGEMENT, July, 1984, p. 6-11

Josefowitz, N. (1980) Paths to Power: A Woman's Guide from First Job to Top Executive. Reading, MA: Addison Wesley Publishing Co.

LeBoeuf, M. (1979) Working Smart. New York: Warner Books

Winston, S. (1983) The Organized Executive. New York: Warner Books (Ch. 10)

Film: "Delegating" (1981) 30 minutes, McGraw-Hill Text Films, (On-the-job problems, processes, etc.) L.A. Department of Education # 7449

Film: "Am I Wife, Mother or Me?" (1975) Learning Corporation of America

## COMMUNICATING

### OBJECTIVE AND RATIONALE:

The learners will:

- \*\* Demonstrate the various components (verbal and non-verbal) of communicating so that they can enhance their comprehension skills.
- \*\* Explain the importance of effective communications so that they might be motivated to use effective communication skills.
- \*\* Use the tools of effective communication to enhance their communication skills.

### LESSON CONTENT:

- I. Components of communicating
  - A. Verbal communication
    - 1. Paralanguage
    - 2. Metamessages
  - B. Nonverbal communication
    - 1. Posture
    - 2. Gesture
    - 3. Face and eyes
    - 4. Clothing
    - 5. Proxemics
    - 6. Territoriality
    - 7. Environment
    - 8. Time messages
- II. Importance of communication
  - A. Physical needs
  - B. Ego needs
  - C. Social needs
    - 1. Inclusion
    - 2. Control
    - 3. Affection
  - D. Practical needs
    - 1. Achieving goals
    - 2. Gaining information
    - 3. Saving time
    - 4. Preventing misunderstanding
- III. Tools of effective communicating
  - A. "I" language vs. "You" language
  - B. Fair fighting styles
  - C. Negotiation
  - D. Listening and listening blocks
  - E. Communication styles
    - 1. Assertive
    - 2. Passive
    - 3. Aggressive
  - F. Self disclosure and expressing

## LEARNING ACTIVITIES

1. Present definitions and concepts.
2. Break up into small groups where each person will pantomime a message or an emotion.
3. Make the same statement several different ways by changing the pitch, tempo, volume, etc. in order to illustrate how the meaning of the message changes (Example: "That outfit is really you." can be a compliment or a put-down.)
4. Use any of the many films which are listed.
5. Use case studies and role playing to illustrate concepts.
6. Play football. The "sender" sends a message to the "receiver" who paraphrases the message. If the receiver has correctly understood the sender's intent, then the receiver becomes the sender. If not, the same message is repeated as many times as necessary for the sender to be satisfied that the message is understood.

## RESOURCES:

Adler, R. & Rodman G. (1985) Understanding Human Communication. New York: CBS College Publishing

McCubbin, et al (1985) Marriage and Family, Individuals and Life Cycles. New York: John Wiley

McKay, M., et al (1983) Messages, The Communication Book. Oakland, CA: New Harbinger Publications

Video: "The Power of Silent Signals" (Produced by Yuba College, on speaking effectively to one or a thousand. Contact Kay Sims.)

Film: "Responsible Assertion: A Model for Personal Growth" (1986) 28 minutes, (Illustrates different styles of behavior through scenes in which a graduate student confronts her advisor.) Research Press, Champaign, IL

Film: "The Failing Marriage" (1978) 20 Minutes, (Illustrates verbal and nonverbal communication and incongruent messages) Transactional Dynamics Institute, CSULB Library

Film: "What Could I Say?" (1986) 18 minutes, (An assertion training stimulus program in which the viewer is presented with 20 vignettes which illustrate common situations that require assertive responses. After each vignette, time is provided for participants to discuss appropriate responses.) Research Press, Champaign, IL

Film: "When I Say No, I Feel Guilty". (1977) 30 minutes, CURCAL (Can also be used for stress management/conflict management, illustrates fogging, etc. Very good.) Look in the College Level Media Catalog.

## CONFLICT MANAGEMENT

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Define and categorize conflict so that they will better understand the issues and dynamics of conflict.

### LESSON CONTENT:

- I. Definition of conflict
- II. Categories of conflict
  - A. Internal
  - B. External
- III. Techniques of conflict resolution
  - A. Communication
  - B. Negotiation
  - C. "Win - Win" and "Win - Lose" resolution
  - D. Verbal persuasion
  - E. Coercion
  - F. Passivity
  - G. Problem solving

### LEARNING ACTIVITIES:

- 1. Invite guest speaker.
- 2. Involve students in role playing.
- 3. Write mini-dramas based on a personal conflict.
- 4. Discuss conflict resolution on national/global scale.
- 5. Read and discuss Dr. Seuss book, "The Better Butter Battle".
- 6. Show film.

### RESOURCES:

Bolton, R. (1979). People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflict. Englewood Cliffs, NJ: Prentice-Hall.

Paolucci, B. et al (1977). Family Decision Making: An Ecosystem Approach. New York: John Wiley & Sons. (This is a source of case studies and skits on causes of conflict and conflict management.)

Scanzoni, J. & Szinovacz, M. (1980). Family Decision-Making. Beverly Hills, CA: Sage

Schein, E. (1965). Organizational Psychology. Englewood Cliffs, NJ: Prentice-Hall, page 80-86

Film: "When I Say No, I Feel Guilty" (1977) 30 minutes, CURCAL (Based on Dr. Manual J. Smith's book on assertiveness training) See the College Level Media Catalog.

## STRESS MANAGEMENT AND COPING

### OBJECTIVES AND RATIONALE:

#### The Learners Will:

- \*\* Define and categorize stress so that they are better equipped to deal with it.
- \*\* Describe problems created by ineffective management of stress so that they can recognize the existence of stress and stressful situations.
- \*\* Practice techniques of stress management so that stress can be reduced.
- \*\* Describe the selection of appropriate coping skills so that they have increased opportunities for coping.
- \*\* Identify situations that require outside assistance so that they can determine when professional expertise is necessary.

### LESSON CONTENT:

- I. Definition of Stress
- II. Characteristics of stress
  - A. "Good" and "bad" stress
  - B. Acute and chronic stress
  - C. Other characteristics of stress
- III. Stress created problems
  - A. Family/work disruption(s)
  - B. Physical/mental impairment
  - C. "Burn-out" symptoms
  - D. Other
- IV. "Fight or flight" syndrome
- V. Techniques of stress management
  - A. Exercise
  - B. Biofeedback
  - C. Meditation
  - D. Organization
  - E. Other techniques
- VI. Coping vs. adaptation
- VII. Techniques
  - A. Assimilation
  - B. Adaptation
- VIII. Coping: From hassles to crisis

## LEARNING ACTIVITIES:

1. Administer Holmes & Rahe Social Readjustment Scale (Measures the degree of stress related to 43 quality of life events.)
2. Administer Marx, Garrity, & Bowers' College Schedule of Recent Experiences (Similar to the one above but appropriate for the younger student.)
3. Administer the Glazer - Stresscontrol life-style questionnaire
4. Play the Loma Linda University Heart Game. (Often found in nutrition texts)
5. Discuss student stressors
6. Invite health professional to class to take blood pressure
7. Hand out Bio-Dots and have students record changes in color and analyze implications for personal stress levels
8. Guest speaker/panel: working couple, new parent, newlyweds, etc.
9. Role play stressful situations.
10. Discuss personal experiences in small groups.
11. Brainstorm typical conflict areas, solutions, etc.
12. Show one of the many films available in this area.

## RESOURCES:

Appley, M. and Trumbull, R. (1986) Dynamics of Stress. New York: Plenum.

Hall, F. and Hall, D. (1979) The Two-Career Couple. Reading, MA: Addison-Wesley

Holmes, T. and Rahe, R. "The Social Readjustment Rating Scale" Journal of Psychosomatic Research, Vol. 11, 1967, p. 213-218

Moos, R. (1985) Coping with Life Crises, New York: Plenum

Rice A. and Tucker, S. (1986) Family Life Management (6th edition), New York: Macmillan

Ruben, Harvey L., Super Marriage, New York: Bantam Books

Shaevitz, M. "Applications of Networking in Family and Community", Special Issue, 1984, International Journal of Family Therapy.

Shaevitz, M. (1984) The Superwoman Syndrome, New York: Warner Books

Whitney, E. and Hamilton, M. (1981) Understanding Nutrition. St. Paul: West Publishing Company (see page 209 for the Loma Linda Heart Game)

Film: "Am I Wife, Mother, or Me?" (1975) Learning Corporation of America

Film: "Coping with Stress" (1980) 17 minutes, (Common sources of stress are examined and coping is illustrated.) Film Fair, L.A. County Board of Education # 3763

Film: "Men Under Siege - Life with the Modern Woman" (1979) ABC Media

Filmstrip/tape: "Managing Stress, Anxiety, and Frustration" (1978) 35 minutes, CRM McGraw Hill Films, L.A. County Board of Education # 7516

BIO-DOTS: Bio-Dot International, P.O. Box 29099, Indianapolis, IN  
(Bio-dots are paper stick-on dots which change color with an increase  
in stress. Cost about \$7 per hundred.) Phone: (317) 637-5776

## MULTIPLE ROLES

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Identify, examine, prioritize, and integrate various roles so that they can balance their roles more effectively.
- \*\* Discuss the degree of satisfaction from life roles so that they can enhance self-esteem and reduce stress.
- \*\* Identify support systems which help individuals balance roles so that they can maximize quality of life.

### LESSON CONTENT:

- I. Balancing life roles
  - A. Present
  - B. Future
  - C. Role priority
  - D. Integrating roles
  - E. Segmenting roles
- II. Satisfaction continuum
- III. Role expectations
  - A. Realistic
  - B. Unrealistic
  - C. Delaying gratification
- IV. Multiple role dilemmas
  - A. Overload
  - B. Normative
  - C. Identity
  - D. Social network
  - E. Role cycling
- V. Support systems for multiple roles
  - A. Family and friends
  - B. Community services
  - C. Work place
  - D. Government
  - E. Spiritual beliefs

### ACTIVITIES:

1. Ask students to list and then prioritize their current life roles and the roles they anticipate 10 years from now. Then ask them to compare and contrast, estimate the degree of satisfaction and discuss integration strategies.
2. Establish definitions of role dilemmas.
3. Discuss the benefits and liabilities of multiple roles.
4. Examine life cycle patterns in relation to societal trends.
5. Investigate support systems for multiple roles.

RESOURCES:

Bem, Sandra (1981b) The Bem Sex Role Inventory, (Sandra Bem is a Consulting Psychologist in Palo Alto, CA)

Bird, Caroline (1979) The Two Paycheck Marriage. New York: Simon & Schuster

Josefowitz, N. (1980) Paths to Power: A Woman's Guide from First Job to Executive. Reading, MA: Addison-Wesley Publishing Co.

Mall, Janice, "Report on Child-Rearing, Jobs Aims to Aid Families", LOS ANGELES TIME, Sunday, February 2, 1986/ Part VI

Pleck, J.H. (1985) Working Wives/ Working Husbands. London: Sage Publishing Company.

Rapoport, R. and Rapoport R. (1976) Dual Career Families Re-examined. Great Britian: Fletcher and Son Ltd. (Includes definitions of the role dilemmas)

Filmstrip/tape: "The Housework Trap" (2 filmstrips and 2 cassettes)  
Learning Seed, #28FS

## HUMAN GROWTH POTENTIAL

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Explain the importance of self-esteem in promoting optimal human growth so that they can move toward self actualization.
- \*\* Evaluate personal resources (human and non-human) and the effect (positive and negative) that these can have on growth potential so that they can make optimal use of personal resources.
- \*\* Assess personal strengths and limitations so that they can establish realistic goals.

### LESSON CONTENT:

- I. The self-system
  - A. Self-image
  - B. Self-esteem
  - C. Self-confidence
  - D. Self-awareness
  - E. Self-discipline
  - D. Self-actualization
- II. Gender equity
- III. Personal resources
  - A. Human
  - B. Non-human
- IV. Self-assessment
  - 1. Strengths
  - 2. Limitations

### ACTIVITIES:

- 1. Establish definitions and concepts.
- 2. Discuss the benefits of understanding one's self (a prerequisite to self actualization).
- 3. Ask the counselling center to administer a personality inventory such as the Meyers/Briggs and explain the results. (You can do the one in Keirsey and Bates.)
- 4. Discuss how the self-system affects decision-making and goal setting.
- 5. Discuss the benefits of being honest with self (a realistic self-assessment).
- 6. Ask learners to list as many human and non-human resources as possible within a given time limit. Ask them to assess the resources they most frequently use and discuss the benefits and liabilities of these resources.
- 7. Discuss how situations, standards, and perceptions determine what becomes a strength or limitation.
- 8. Ask learners to list their own strengths and limitations. Discuss their reactions to the list.

#### RESOURCES:

- Berne, Eric (1964) Games People Play. New York: Ballentine Books
- Berne, Eric (1976) Beyond Games and Scripts. New York: Ballentine Books
- Brockner, J (1986) Self-Esteem and Organizational Behavior. Lexington, Mass: Lexington Books
- Dyer, Wayne (1978) Pulling Your Own Strings. New York: T. Y. Crowell Co.
- Johnson, David W. (1972) Reaching Out, Interpersonal Effectiveness and Self Actualization. New Jersey: Prentice-Hall
- Keirsey, D. & Bates, M. (1978) Please Understand Me. Del Mar, CA: Prometheus Nemesis Books (Includes a mini personality test.)
- Maltz, Maxwell (1969) Psycho-Cybernetics. New York: Pocket Books
- Maltz, Maxwell (1971) The Magic Power of Self-Image Psychology. New York: Pocket Books

## OTHER CURRENT ISSUES IN LIFE MANAGEMENT

### OBJECTIVES AND RATIONALE:

The learners will:

- \*\* Outline the current economic opportunities available in a changing society so that they will not unduly limit career alternatives.
- \*\* Create a career plan which will allow them to reach personal lifestyle goals so that they will achieve a lifestyle which will meet their expectations.
- \*\* Illustrate that the decision making process can be directly applied to financial management and the selection of consumer goods and services so that they will attain the maximum satisfaction from time, money, and energy.
- \*\* Describe how the decision-making process and communication skills can be applied to affect public policy so that they might actively participate in shaping public policy.
- \*\* Integrate life management skills into daily living so that they can function more effectively in today's changing society.

### LESSON CONTENT:

- I. Integration of life management skills at the personal level
  - A. Career decisions
  - B. Financial management
  - C. Interpersonal relations
- II. Integration of life management skills in the public arena
  - A. Family issues
    1. Child care
    2. Health care
    3. Social issues
  - B. Public issues
    1. Environmental issues
    2. Economic issues
    3. Legal issues

### LEARNING ACTIVITIES:

1. Present definitions and concepts.
2. Brainstorm.
3. Invite guest speakers.
4. Discuss the advantages of being able to integrate life management skills.
5. Relate histories of people who have been successful and those who have not been successful in getting it all together.
6. Bring together a panel of lay people with expertise/experiences in influencing public policy.

### RESOURCES:

Textbooks, references, newspapers, periodicals, electronic media and the community

## CURRICULUM EVALUATION

The first step in determining the structure for this curriculum was development of the topic outline and behavioral objectives expected of the learners as well as the rationale for each of these expected behaviors. These behavioral objectives will serve as a basis for your decision making as a user of the curriculum.

As the expected outcome is clarified in each of the objectives and the rationale, the lesson content is planned to enable the learners to meet the objectives. A variety of learning activities are suggested to involve student/faculty interaction of intensity and at a pace which requires learner independence and the development and use of communication skills.

The objectives and rationale also provide the basis for discriminating evaluation needed to measure both entry and exit expectations. The objectives are common to all students in the course. They provide a basis for measuring proficiency and quality of performance and growth along a continuum.

Behaviors such as define, distinguish, identify, recognize, choose, outline, and categorize can be measured by means of objective evaluation. Test items such as true-false, matching, and multiple choice are appropriate for objective evaluation. These test items will have only one correct answer. However, many, many of the curriculum objectives ask the learner to exhibit behaviors such as explain, describe, question, illustrate, analyze, devise, evaluate, integrate, prioritize, etc. These behaviors may not be measured by objective test items; rather, they require evaluation methods which are subjective - those which may have more than one correct answer. Extended response questions, essay questions, performance tests and creative exercises will provide a basis for appropriate evaluation of the learners progress toward these expectations. Some of the suggested learning activities can be used to determine the final grade. Other activities such as book reports, research, and creative projects can be graded. However, illustration of the decision-making process and the problem solving process in the development of plans which illustrate the integration of life management skills into daily living is the ultimate evidence of accomplishment of the goals of this course. Evidence of these higher levels of learning should be an integral component of the evaluation of the success of the course, the teacher and the student.

What follows is a rating scale for measuring perceived strengths and weaknesses of the Life Management Curriculum. This rating scale can be used as a means of evaluating the effectiveness of your class by the students or it can measure your satisfaction with the curriculum. In either case, it can help to document the effectiveness of the Life Management Curriculum. Input from the users can be used for justification of Life Management programs and for program improvement. Will you please copy the rating scale, use it in your classes and report their perceptions along with yours by sending information about the class and their response to:

Dr. Betty R. Morse  
Department of Home Economics  
California State University - Long Beach  
Long Beach, California 90940

## RATING SCALE FOR LIFE MANAGEMENT CURRICULUM

Please indicate your perception of the strengths and weaknesses of the curriculum by marking (x) the appropriate point on the continuum from 1 (weak) to 5 (strong).

### I. Rationale

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### II. Content

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### III. Sequence of topics

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### IV. Timing (Time spent on various topics)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### V. Learning activities:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### VI. Freedom from bias (cultural, age, sex, religious, personal, etc.)

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### VII. Supplementary materials

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### VIII. Support of others for the course

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:

### IX. Learner progress toward objectives

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
Comments:



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